

District Improvement Plan (DIP): The DIP represents a commitment to action underpinned by the aspirational priorities of *Pride in 5*. The Superintendent and Senior Leadership Team use the DIP to identify and describe major projects for annual completion. As these projects are operationalized, action steps are captured in detailed Mid-Year/End-of-Year reports presented to the Board of Education. Grounded in the relentless pursuit of organizational improvement, the DIP process is designed to capture comprehensive improvement projects, to follow through on implementation and finally, to encourage continual revision. The outcomes for our DIP are measured by an annual review of the District Report Card supported by state and national standards.



Vision: Schools that are the **Pride of our Community**

Mission: To deliver a high-quality learning experience for **EVERY CHILD, EVERY DAY.**

PRIDE IN 5

The bold voice of our community seeking to surge ahead, accelerate, achieve, and pursue equity for all children!

Pride in 5 Priorities:

1. **Accelerate Achievement for Every Child:** We will accelerate pace, broaden definition and tailor the path to achievement for Every Child. As our students begin the educational journey from the PreK setting, we embrace the enduring vision of the graduate that compels us to put their success at the center of our work. We commit to delivering a curriculum that is captivating, rigorous, culturally responsive and student centered. Our classrooms will be filled with energy, characterized by effective communication, and dominated by student thinking. For us, it's not enough to have "taught it." It's enough when our students have "applied it." To tell this story, we will use an appropriate level of diagnostic and summative assessments, each carefully aligned and vetted to ensure value and merit.
2. **Weave Webs of Caring and Empowering Supports:** We will meet the needs of our students by weaving interconnected webs of physical, academic, and social-emotional supports that embrace kids where they are and help them lift themselves to new victories. We will lean in with our families to identify and connect to the strengths and potential that exists in every child and in every home. Our focus on support is based on the whole child concept and an unwavering belief in the power of self-efficacy. We want our students to leave us knowing who they are and the amazing power they have to shape their world. We want our kids to feel loved, to feel respected, to be heard, and to know that solutions to the most indomitable challenges lie ahead.
3. **Transform Structures and Systems:** We will seize new capabilities to enhance structures for learning and working. These new structures will be grounded in outcome data, best practice, and relevant experience. We begin each of these transitions with a focus on sustainability and an insistence that improvement never ends. Benefiting from the unlimited advantages that new technologies have provided, these new systems will offer students and employees flexibility and efficiency. We have learned that teaching and working can happen effectively in a variety of formats. We will match these formats to the strengths and skills of our students and employees.
4. **Diversify and Grow Our Talented Workforce:** We will diversify and strengthen our highly-competent workforce by capturing the power that exists in engaging and blending talent from multiple backgrounds, cultures, races, perspectives, education, skills, and expertise across all district roles. By taking advantage of every hiring moment and focusing on the quality of training/development activities, we will accomplish extraordinary outcomes. We will continue to grow and retain talent through targeted professional development and career advancement opportunities. Prioritizing the relationships that are shared across classroom desks, cafeteria tables, faculty breakrooms, and school buildings will unleash the strength of a unified culture where differing perspectives lead to a single objective—to do special things for kids!
5. **Expand Opportunities and Options for Success:** We will make investments in expanding opportunities for learning and working that center on a broad spectrum of success for students. These efforts will target the expansion of college preparatory experiences as well as high quality career and workforce development solutions. These programs will integrate academic standards with industry-valued competencies, providing students the necessary skills for post graduate success as well as Industry Recognized Credentials (IRCs). Reaching out to our community partners will engage our students as active citizens in service projects and in giving back. Through our expectation that "we do things differently around here," our students and employees will benefit from an organization that prioritizes meaningful, relevant, and rewarding work at all levels.

<p>Project Description/Plan: Senior Team Leaders should identify 3-5 projects aligned to <i>Pride in 5</i> priorities for annual completion. This component of the plan should use general terms to describe the project, list key elements/steps.</p>	<p>Mid-Year Status (MYS) Report: Senior Team Leaders should provide a MYS Report to itemize current work completed as well indicate adjustments made to plan/project based on emerging needs.</p>	<p>End of Year Status (EYS) Report: Senior Team Leaders should provide an EYS Report to itemize current work completed from the MYS report.</p>
<p><i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child <i>Project:</i> Implement, train, and further develop common instructional practices aligned with the Science of Reading, and research-based literacy practices in grades PreK-5 for Literacy success, growth and achievement.</p> <p><i>Project Description:</i> EHPS will focus on aligning all literacy practices for curriculum, assessment and instruction to the Science of Reading (SoR) in PreK-Grade 5 to ensure that all readers are skilled, fluent, and strategic readers and writers. This efficacy of literacy skills makes success in all content areas possible. Aligning instruction, intervention, and meaningful practice based on priority literacy skills and a framework for acquisition of reading skills is central to the work of building the whole reader. Through comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning, supporting district SoR PD, and aligned instruction and assessment practices, we will increase the ability for educators to follow science-aligned reading practices, as well as targeted data analysis and planning to improve student outcomes in literacy. Elevating educator knowledge, tools, and practices will directly impact student outcomes in reading, writing and spelling.</p>		
<p><i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child <i>Project:</i> Increase opportunities for student centered learning in the classroom</p> <p><i>Project Description:</i> EHPS will continue the work of increasing opportunities for student centered learning in the classroom. In alignment with the work related to UDL, teachers will work with students to set goals and assess their progress toward these. They will also use formative assessment strategies for monitoring student understanding during the lesson. Additionally, teachers will continue to place an emphasis on reading and “time on text,” providing explicit vocabulary instruction across all content areas, which research indicates are two high-yield strategies for improving students’ reading skills.</p>		

<p>Priority Alignment: Accelerate Achievement for Every Child Project: Provide equitable and quality educational offerings for English learners</p> <p><i>Project Description:</i> This project will focus on improving the capacity of administrators and teachers to design, implement, and monitor highly- supported, rigorous learning environments for English Learners. Through department meetings, data team meetings, and professional development time, teachers will learn effective strategies to engage English Learners and meet their linguistic and academic needs. Quarterly classroom walkthroughs will focus on implementation fidelity, need for additional professional development, and the impact on student learning.</p>		
<p>Priority Alignment: Weave Webs of Caring and Empowering Supports Project: Transform behavioral supports across the district</p> <p><i>Project Description:</i> Initiate a multi-year plan to reinvent how EHPS support various behavioral needs of our diverse student body. Focus on the recruitment and retention efforts for adults working with students receiving various supports. Utilize our board-certified behavioral analyst (BCBA) to lead some of the work supporting student plans and the training of adults. Also, EHPS will leverage partnerships with organizations such as our School-Based Health Systems.</p>		

<p><i>Priority Alignment:</i> Weave Webs of Caring and Empowering Supports <i>Project:</i> Improve student attendance</p> <p><i>Project Description:</i> This project will focus on emphasizing the importance of attendance to engage students and families in the teaching and learning process. The foundational strategies will include promoting whole-school, positive conditions for learning that celebrate attendance and engagement. Additionally, school teams will participate in multiple weekly attendance meetings geared to proactively impact student attendance while preventing chronic absenteeism and how it impacts achievement. The Tier II strategies include school teams developing personalized plans to support improvements in attendance and engagement, conducting regular home visits, and meeting 1-1 with students and families. As a supplement to the EHPS program, CSDE’s LEAP (Learner Engagement Attendance Program) supports the district in responding to absences with care and support, building trusting relationships that promote belonging and supporting safe, connected schools through a data-driven, problem-solving approach that identifies personal and systemic barriers to attendance and engagement.</p>		
<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Improve the customer service experience for families</p> <p><i>Project Description:</i> Assess how EHPS collectively prioritizes the “customer” experience. Determine which strategies to implement that will positively impact the customer service experience for students, families, and employees. Analyze and provide clarity on expectations for district and building leadership to ensure all team members adhere to protocols. Implement monitoring structures to support the improvement of customer service. To be more efficient and fiscally responsible, we will assess and employ strategies that positively impact the data collection and analysis process. Lead the work to collectively work more strategically for a greater impact in all areas of the organization with a sense of controlled urgency.</p>		

<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Modernize Food Service infrastructure and programs to increase participation</p> <p><i>Project Description:</i> The focus on equipment replacement in FY23 allows the Food Service program to now concentrate on planning and executing larger infrastructure projects, including the Woodland Serving Line Replacement, developing the EHHS café serving area for summer 25 execution, and refreshing the EHMS café with improved marketing and menu plans. Modernizing the “look, feel and tastes” of the program will help to recruit and restore staff levels (including supervisory staff), and ultimately increase student enjoyment and participation leading to higher meal counts.</p>		
<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Deliver the current batch of major construction projects and execute the next wave</p> <p><i>Project Description:</i> Summer 2023 has the largest volume of construction projects being built in the past 20 years, and diligent management is required to deliver these projects with minimal customer impact and maximum value. At the conclusion of a successful summer season of upgrades, we will be constructing IAQ improvements at EHMS, procuring the EHMS Pool Locker Room Renovation and Roof Replacement projects, and finalizing design and bid packages for \$2M in DECD grant projects, all while starting the planning process for any additional projects to be funded through capital reserve or other sources.</p>		
<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Automate HR and Finance/IT onboarding process</p> <p><i>Project Description:</i> The current onboarding process is a manual, time and resource consuming process. Working with HR and Finance, IT will look to automate the hiring and onboarding process. Creating an RFP process that addresses the needs of all three departments will be critical to the project. The implementation of automation in the hiring process will enhance the experience for new employees and relieve some of the burden of onboarding for all departments involved.</p>		
<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Replace server and storage infrastructure</p> <p><i>Project Description:</i> We will utilize ARPA funds to replace the aging server infrastructure and increase security on our systems. This project is critical to keep the technology background current and relevant utilizing newer tools for cyber-security on new systems. Aged technology infrastructures contribute to vulnerabilities, which in turn lead to successful cyber-attacks. As part of the Server Project a separate RFP will be issued for Server storage, which is a necessary</p>		

<p>component of the project. These projects will move the next replacement cycle to 2029 allowing time for the Capital Reserve account to be built up.</p>		
<p><i>Priority Alignment:</i> Transform Structures and Systems <i>Project:</i> Upgrade network infrastructure</p> <p><i>Project Description:</i> The network is the door to our infrastructure and critical devices. New technologies are emerging constantly. It is essential to the security of the district data and network infrastructure to maintain updated critical technologies. Firewalls and switches are critical components of the infrastructure for the district network. Through an RFP process the best fitting firewalls and switches will be chosen. We will utilize ARPA funding to purchase these devices. This will help reduce the need for local funding for major projects until 2029.</p>		

<p><i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce <i>Project:</i> Enhance and refine district systems for Student Centered Coaching PreK – Grade 5</p> <p><i>Project Description:</i> Student-Centered Coaching is designed to directly impact student learning. We are shifting the focus from "fixing" teachers to collaborating with them to design instruction that targets specific student needs. This intentionality makes coaching more meaningful and results-based outlined by this comprehensive project which underscores the critical role of leadership in fostering a culture of learning for students and adults as learners. Tools and protocols to implement student-centered coaching, common instructional schedules, professional planning time, data-driven coaching tools and techniques focused on student learning; specific practices for leading a student-centered coaching effort. Continued training and development of the SCC model across all elementary settings will continue to prioritize data analysis and instructional moves that impact student growth and achievement.</p>		
<p><i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce <i>Project:</i> Implement culturally responsive teaching plan (Year 3 of UDL- Middle & High School Classrooms)</p> <p><i>Project Description:</i> As a next step in a dedicated pathway to culturally responsive, student-centered teaching and learning for students, EHPS will lead a professional development series on Universal Design for Learning (UDL) for EHMS and SSR staff. The book study will consist of three half-day sessions on UDL Instructional design and planning, and four 1-hour staff meetings dedicated to key chapters in the <i>Equity by Design</i> text. High school staff will receive professional learning on UDL during half-day sessions that support their transition to planning and delivering instruction in the "block" or extended learning model. Lastly, mathematics teachers will take part in a series of professional development sessions on the <i>Building Thinking Classrooms</i> model. This set of high-leverage and culturally responsive strategies has been shown to increase student engagement and aligns with the larger vision of UDL.</p>		

<p><i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce <i>Project:</i> Revise the educator evaluation plan</p> <p><i>Project Description:</i> The Professional Development and Evaluation Committee (PDEC) will convene to develop an evaluation plan that leverages professional learning and growth goals with evaluative plans for both teachers and administrations for implementation in SY24-25 in accordance with new CSDE evaluation standards.</p>		
<p><i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce <i>Project:</i> Mentor and coach new staff</p> <p><i>Project Description:</i> On a district and building level, expand the manner in which certified and non-certified staff are supported. Roll out a specific mentoring plan for new teachers/support staff that helps to foster a continuous improvement mindset.</p>		
<p><i>Priority Alignment:</i> Expand Opportunities for Success <i>Project:</i> Provide access and opportunity for career-based experiences</p> <p><i>Project Description:</i> EHPS will continue its work with ReadyCT to provide work-based learning experiences to students aligned with career instruction focused on the following industry sectors: manufacturing, nursing and health occupations, and public safety. The targeted goal for this program is to engage and place between 50-75 students annually from EHHS and Synergy in consultation with ReadyCT and its affiliate, CBIA. Students will also be given the opportunity to earn industry-recognized credentials. As a part of this initiative, Synergy will begin to implement a manufacturing program this year using funds it received from a federal grant.</p>		

District Report Card: East Hartford Public Schools										
Driven by a unified commitment to bold results for students, our District Report Card focuses on several high-level indicators aligned to state and national standards.										
Indicator	SY22 Baseline		SY23		SY24		SY25		SY26	
Grade 1 Literacy Acquisition Skills as measured by DIBELS 8th edition.	N/A	70%	N/A							
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grade 3 Reading/Math Scores as Measured by annual Smarter Balanced Assessment (SBA)	34%	33%	37%	32%						
Grade 5 Reading/Math Scores as Measured by annual SBA	22%	35%	29%	35%						
Grade 8 Reading/Math Scores as Measured by annual SBA	16%	35%	21%	38%						
Grades 4-8 Reading/Math High Needs Growth as measured by annual SBA	65.3%	62.9%	64.2%	58.8%						
	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math
Grade 11 Scholastic Achievement Test (SAT) Scores	32%	17%	37%	20%						